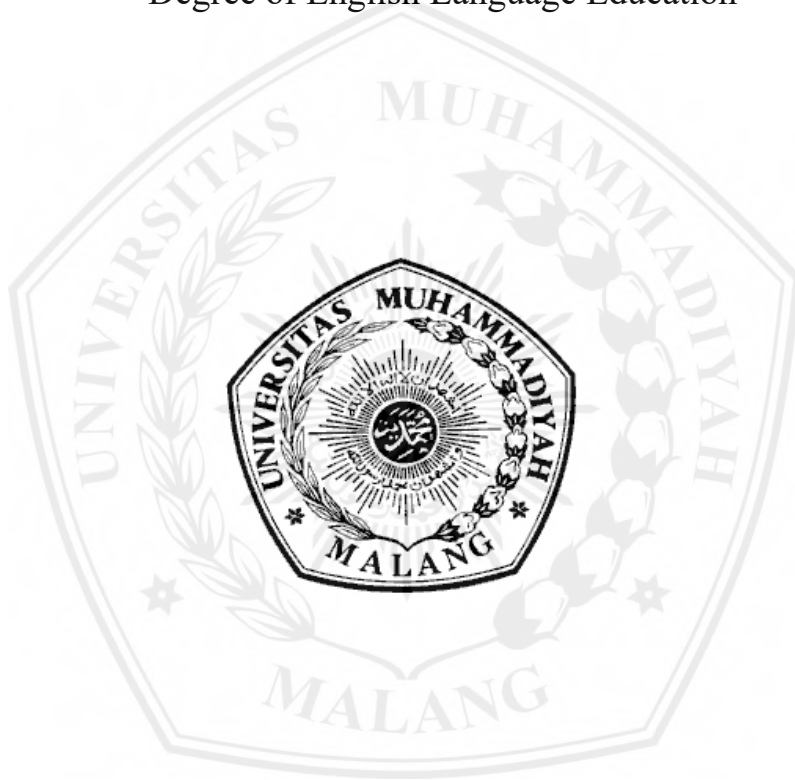


**THE IMPLEMENTATION OF CLUSTERING TECHNIQUE FOR STUDENTS'
WRITING ABILITY IN CAMBRIDGE CHECKPOINT TEST
AT AL-IZZAH INTERNATIONAL ISLAMIC BOARDING
SCHOOL BATU-EAST JAVA**

THESIS

In Partial Fulfillment of the Requirement for Master's
Degree of English Language Education



by:
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JULY 2018**

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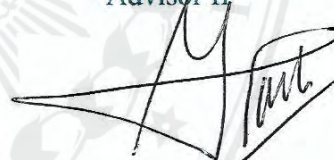
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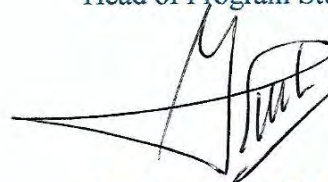
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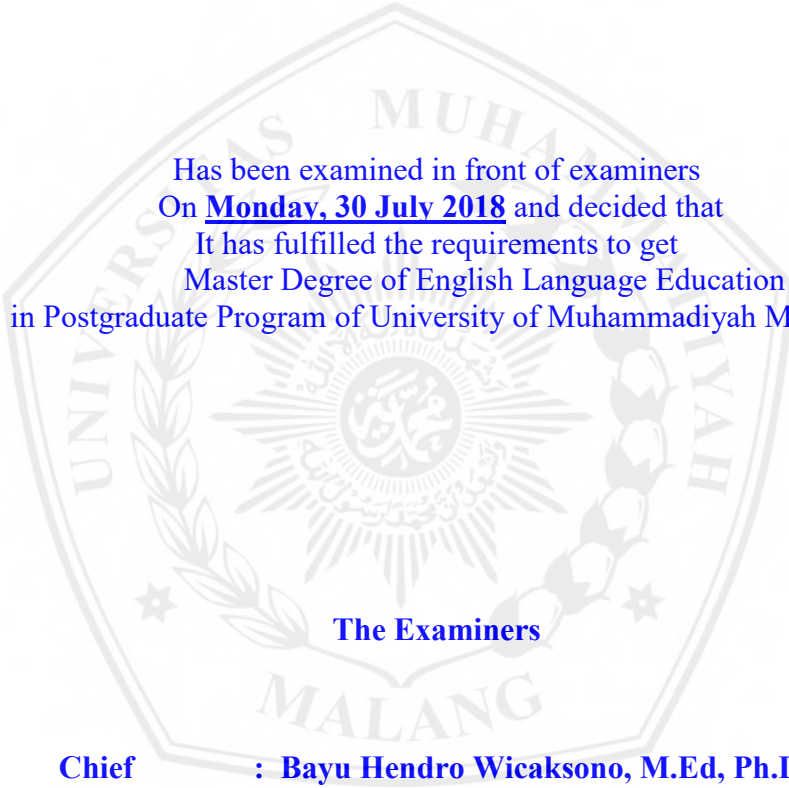


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Has been examined in front of examiners
On **Monday, 30 July 2018** and decided that
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LETTER OF STATEMENT

I, the undersigned:

Name : **PRIYO RAHARJO**
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Hereby, declare that :

1. The thesis entitled : **THE IMPLEMENTATION OF CLUSTERING TECHNIQUE FOR STUDENTS' WRITING ABILITY IN CAMBRIDGE CHECKPOINT TEST AT AL-IZZAH INTERNATIONAL ISLAMIC BOARDING SCHOOL BATU-EAST JAVA** is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other's idea or citation except those which have been quoted and mentioned at the bibliography.
2. If this thesis is proven as a form of **PLAGIARISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELLATION OF THE GRANTING OF MASTER DEGREE** and undergoing any procedures required by the prevailing law.
3. This thesis can be used for literature review which can be accessed by others freely (**NON EXCLUSIVE ROYALTY**).

Thus, this statement is made truthfully to be used as appropriate.

Malang, 21 July 2018

The Writer,


PRIYO RAHARJO

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THE IMPLEMENTATION OF CLUSTERING TECHNIQUE FOR STUDENTS'
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INTERNATIONAL ISLAMIC BOARDING SCHOOL BATU-EAST JAVA

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ABSTRACT

Cambridge Checkpoint test is a test which is designed to assess learners at the end of Cambridge Secondary 1 (for learners aged 11 to 14 years or junior high school level). The tests cover all major areas of learning in the Cambridge Secondary 1 curriculum frameworks, including English, Mathematics and Science. SMP Al-Izzah IBS Batu as one of Islamic boarding schools that uses Cambridge curriculum has a problem on improving the students' English score in Cambridge Checkpoint test, especially on writing ability. Bourdin and Fayol (2000) state that appropriate writing planning supports positive writing performance, while inadequate writing planning may lead to poor writing performance. Therefore, the researcher that is also as the Cambridge coordinator in this school conducts the research which is focused on the implementation of clustering technique for students' writing ability. The aim of this research is to know whether students who are taught using clustering technique achieve a better writing ability than the students who are taught using other pre-writing techniques in Cambridge Checkpoint test.

This research was quasi-experimental research that used non-equivalent control group design. The researcher divided the Cambridge classes into experimental class and controlled class. In the experimental class, the researcher trained the students using clustering technique treatments, while in the controlled class, the students were trained using other pre-writing techniques, including brainstorming, mind mapping, free writing and journalist questions, without using clustering technique. The researcher employed the quantitative data that were collected through pretest and posttest.

The average values of pretest and posttest in both classes showed that the implementation of clustering technique in the experimental class and also other pre-writing techniques in the controlled class gave a better achievement on students' writing ability in Cambridge Checkpoint test. However, based on the significance values of the paired sample t-test tables, the treatments in the experimental class gave more achievement than the treatments in the controlled class. So, it means that the students who were taught using clustering technique achieve a better writing ability than the students who were taught using other pre-writing techniques.

Key Words: Implementation, Clustering Technique, Writing Ability, Cambridge, Checkpoint Test.

IMPLEMENTASI TEKNIK CLUSTERING UNTUK KEMAMPUAN MENULIS
SISWA PADA TES CAMBRIDGE CHECKPOINT DI AL-IZZAH
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ABSTRAK

Tes Cambridge Checkpoint adalah tes yang dirancang untuk menilai peserta didik pada akhir Cambridge Secondary 1 (untuk pelajar yang berusia 11 hingga 14 tahun atau tingkat SMP). Tes ini mencakup semua bidang utama pembelajaran dalam kerangka kurikulum Cambridge Secondary 1, termasuk Bahasa Inggris, Matematika dan Sains. SMP Al-Izzah IIBS Batu sebagai salah satu pesantren yang menggunakan kurikulum Cambridge memiliki masalah dalam meningkatkan nilai Bahasa Inggris siswa dalam ujian Cambridge Chekpoint, terutama pada kemampuan menulis. Bourdin dan Fayol (2000) menyatakan bahwa perencanaan penulisan yang tepat mendukung kemampuan menulis positif, sementara perencanaan penulisan yang tidak memadai dapat menyebabkan kemampuan penulisan yang buruk. Oleh karena itu, peneliti yang juga sebagai koordinator Cambridge di sekolah ini melakukan penelitian yang difokuskan pada penerapan teknik *clustering* untuk kemampuan menulis siswa. Tujuan dari penelitian ini adalah untuk mengetahui apakah siswa yang diajar menggunakan teknik *clustering* mencapai kemampuan menulis yang lebih baik daripada siswa yang diajarkan menggunakan teknik pra-menulis lainnya dalam ujian Cambridge Checkpoint.

Penelitian ini adalah penelitian kuasi-eksperimental yang menggunakan desain kelompok kontrol non-setara. Peneliti membagi kelas Cambridge ke dalam kelas eksperimen dan kelas terkontrol. Di kelas eksperimen, peneliti melatih siswa menggunakan teknik *clustering*, sedangkan di kelas terkontrol, siswa dilatih menggunakan teknik pra-menulis lainnya, termasuk *brainstorming*, *mind mapping*, *free writing*, dan *journalist questions*, tanpa menggunakan teknik *clustering*. reseracher menggunakan data kuantitatif yang dikumpulkan melalui pretest dan posttest.

Nilai rata-rata pretest dan posttest di kedua kelas menunjukkan bahwa penerapan teknik *clustering* di kelas eksperimen dan teknik pra-menulis lainnya di kelas terkontrol memberikan pencapaian yang lebih baik pada kemampuan menulis siswa dalam tes Cambridge Checkpoint. Namun, berdasarkan nilai signifikansi dari tabel sampel t-test berpasangan, perlakuan di kelas eksperimen memberikan pencapaian lebih dari perlakuan di kelas yang dikendalikan. Hal tersebut berarti bahwa siswa yang diajarkan menggunakan teknik *clustering* mencapai kemampuan menulis yang lebih baik dari pada siswa yang diajar menggunakan teknik pra-menulis lainnya.

Key Words : Implementasi, Teknik Clustering, Kemampuan Menulis, Cambridge, Tes Checkpoint.

INTRODUCTION

English has become the global language that is always used as global communication media all over the world. It dominates almost all important aspects in the world, such as politics, business, technology, culture, and also education. In education aspect, English has become the main lesson that must be taught by almost all schools in the world. Crystal (2003:4) states that English becomes the language which is learned by mostly children and adult at school for whatever reason in their early educational years.

Because of that reason, many students try to improve their English skills maximally through English learning activities at school or even at informal institution, such as an English course. Then, Wallace (2004:7) tells that one of the focuses in Teaching English as Foreign Language (TEFL) is to develop four students' language communicative competences, they are listening, reading, speaking, and writing.

At that point, to measure the students' learning target of each English skill, the education institutions, especially formal schools need a credible examination that covers comprehensive assessment of students' learning achievement. Consequently, some schools in non-native speaker country, including Indonesia have implemented the credible integrated international curriculum that also provides the comprehensive assessment or examination to measure the students' learning progress and achievement.

One of the credible international curriculums commonly used by the international schools is Cambridge. Cambridge is non-profit organization that has international qualification to deliver high-quality educational programs. As a part of Cambridge Assessment, Cambridge International Examination (CIE) focuses on preparing students' learning for life by helping them to develop a higher curiosity and a

lasting passion for learning activities. Through the implementation of Cambridge program and qualification, the students are supposed to in the fast-changing modern world.

Cambridge International Examination provides various subjects for each level based on the age of students. There are four levels that contain representative examination types: Primary (5-11 years), Secondary 1 (11-14 years), Secondary 2 (14-16 years), and Advance (16-19 years). In addition, Cambridge schools in Indonesia commonly tend to choose certain Cambridge examination types for each level, for example: Elementary school commonly chooses Cambridge Primary Checkpoint; Junior high school mostly chooses Cambridge Secondary Checkpoint, and Senior high school tends to choose Cambridge IGCSE, O level, and A level.

English becomes one of the main subjects that will be examined in Cambridge Secondary Checkpoint test. It consists of three main parts or sections that will be tested; they are reading, usage, and writing. However, most students state that English becomes the most difficult subject compared to mathematics and science subject in Checkpoint test. It can be identified from the Students' Cambridge Checkpoint test score on table 1.1 below.

*Table 1.1: Average Cambridge Checkpoint scores of October 2015 period
(Al-Izzah International Islamic Boarding School)*

No	Code	Subject	Overall Average Scores	Score Criteria
1	1111	English	1.42	Poor
2	1112	Mathematics	4.59	Very Good
3	1113	Science	3.99	Good

Based on the data, we can conclude that English is still being big problem for the students rather than the other two subjects. The English score of Cambridge

Checkpoint test of October 2015 period is the lowest one which means that the students get difficulties in doing English Checkpoint test.

If we analyze more about the students' problem in English, we get the fact on table 1.2 below that most of students' score in writing is lower than in reading and usage (structure/punctuation). It means that the students get difficulties in doing writing section in Cambridge Checkpoint test.

*Table 1.2: Average score of English Checkpoint Test October 2015 period
(Al-Izzah International Islamic Boarding School)*

Subject	Group	Average Overall Result	Average of Strand Results		
			Reading	Usage	Writing
English	E4	1.5	2.4	1.2	1.0

Hence, Lee and Tan (2010) state that there are many steps to be completed in writing process, including finding resources, deciding goals, planning writing, developing content, translating ideas into appropriate language and then revising the writing.

To overcome writing difficulties, organize the ideas in a coherent, and also unified piece of writing, Pishghadam and Ghanizadeh (2006:108) state that the students need more writing planning, learning strategies, and techniques before starting writing. Then, Bourdin and Fayol (2000) also state that appropriate writing planning supports positive writing performance, while inadequate writing planning may lead to poor writing performance.

Therefore, to make systematic writing planning, the English experts suggest pre-writing techniques. Breetvelt, et. al. (1994) states that pre-writing gives benefit not only organizing students' writing, but also helping students to create the ideas, define the voice, and develop the word choice. The implementation of pre-writing gives space time

for the students to form their ideas. During this process, the students have chance to edit and generate their writing ideas. Then, exploring the use of voice before writing also allows the students to develop the opinion that they will take on writing.

Each pre-writing technique has different difficulties and time-efficiency to be applied in making a good writing. In this research, the researcher tries to offer one of the pre-writing techniques that is called as clustering technique to overcome the students' writing plan problem. The researcher chooses the clustering technique because it is easier to be applied and more systematic for the students.

Rico (1983), the expert and developer of clustering technique, states that clustering is a kind of technique that is aimed to divide some related ideas and put in writing without estimating the truth or value of those ideas. De Porter (1000:184) also tells that clustering technique can be implemented in any writing genres, such as essay, report, short story, proposal, or poem.

In line with Rico (1983), Dawson and Essid (2010:1) state that clustering is a kind of pre-writing techniques that permits the learners to explore a lot of ideas around some stimulus as soon as the learners get the ideas. Similar to brainstorming or free writing, clustering also helps the learners to start writing without thinking about clear ideas.

Furthermore, the simple form and time efficiency of clustering technique implementation become most common choice of English teachers to teach pre-writing technique. Some previous studies also indicate that clustering technique become a significant pre-writing implementation in a writing process. Putri (2011) conducted experimental research about the effectiveness clustering technique on students' writing achievement at SMP Negeri 2 Cluring Banyuwangi. She found that there was a

significant effect after implementing the clustering technique on the students' writing achievement at that school. Based on her research result, she recommended the English teacher to use the clustering technique in teaching writing because it can help the students to generate the ideas for developing them into a recount paragraph.

Another experimental research was performed by Nur'aini (2014) about the effectiveness of clustering technique implementation towards the students' descriptive writing performance at MTS Nurul Hidayah, Jeruk Purut. The research result showed that the clustering technique treatment gave a positive effect on students' descriptive writing performance.

In addition, Miryanti (2015) also conducted research about the effectiveness of clustering technique implementation on students' recount text writing at SMA Al-Hasra Depok. The research result showed that after implementing clustering technique, there was a significant effect between students that was taught using clustering technique and without using clustering technique. It was meant that writing recount text using clustering technique was effective to be implemented for the students at SMA Al-Hasra Depok.

The previous studies showed that most objects of clustering technique were focused on text genres, such as descriptive text and recount text. In this study, the researcher focuses on writing ability improvement of Cambridge Checkpoint Test. It is supposed to give important contribution for the researcher institution since it uses Cambridge Checkpoint test to measure English competences of the students. Based on the latest score results of English Checkpoint test, the students still got difficulties on doing writing section. Therefore, the object of the study becomes the significant to be studied by the researcher.

Based on the explanation above, the problem statement in this study is “Do the students who are taught using clustering technique achieve a better writing ability than the students who are taught using other pre-writing techniques?”. Then, the objective of the study is to know whether students who are taught using clustering technique achieve a better writing ability than the students who are taught using other pre-writing techniques in Cambridge Checkpoint test.

Furthermore, this study is supposed to give contribution to:

1. The students

The result of this study is expected to help the students on constructing and generating the idea in writing skill creatively, especially in doing writing section of Cambridge Checkpoint test.

2. The English Teacher

This study is supposed to help the English teacher on applying and developing clustering technique as one of alternative techniques on teaching writing.

3. The Researcher

After conducting this study, the researcher is expected to know the effectiveness of clustering technique implementation on students' writing ability, especially in Cambridge Checkpoint test. It will also help him as Cambridge coordinator to give an alternative treatment using clustering technique on developing students writing skill.

4. The Institution

This study is supposed to help the school to improve the students' scores on writing of English Checkpoint test. The improvement of students' scores

automatically increases the school rank in Cambridge Checkpoint test achievement.

5. Further Researcher

This study is also supposed to give an alternative research for the further researcher on conducting research about pre-writing technique, especially the implementation of clustering technique in Cambridge Checkpoint test.

LITERATURE REVIEW

In this part, the literature review is focused on the general concept pre-writing techniques and clustering technique.

Pre-writing Techniques

Dietsch (2003:25) defines pre-writing as the first phase of the writing process that is the time of exploring the ideas. In other words, prewriting is a kind of activity that is designed to help the students to develop or organize their ideas before writing. Pharr and Buscemi (2005:40) also explain that pre-writing methods also allows the students to generate ideas, recall facts, and applying patterns easily. However, those activities are preliminary activities before writing a draft; need to understand a structure for an essay. It also helps the students to develop ideas and allow them to see the correlation among those ideas.

Furthermore, pre-writing techniques are widely used to overcome the writing task. These techniques have been taught in schools for generations. Some pre-writing techniques are not only help with the writing task itself, but also with comprehension in content areas (DiCecco & Gleason, 2002). Some pre-writing techniques are used for specific types of writing, while others are generic. These examples include in pre-

writing but they are not limited to brainstorming, role playing, graphic organizers, observation, clustering, modeling, webbing, think aloud, tables, and outlines (Martin et. al., 2005; Nesbit & Adesope, 2006; Lee & Tan, 2010; Voon, 2010).

Some pre-writing techniques that are commonly used by the students are brainstorming, mind mapping, free writing, journalist questions, and clustering technique.

- a. Brainstorming is a kind of pre-writing techniques that catch all of the thoughts or ideas in our head and writing those ideas on paper. The purpose is to get as many as possible ideas and then write them down on paper.
- b. Mind-Mapping is a kind of pre-writing techniques that allows us to explore the relationships between ideas. It connects the full range of cortical skills – word, image, number, logic, rhythm, color and spatial awareness – in a single, uniquely powerful manner.
- c. Free-writing is a kind of pre-writing techniques in which we write continuously for a set period of time without stopping, and without regard for spelling, grammar, or any of the usual rules for writing to generate a lot of information in a certain topic.
- d. Journalist Question is a kind of pre-writing technique that uses six important questions (who, what, when, where, why and how) to explore the idea about an event, issue, or problem of a certain topic. This technique permits us to ensure that we have delivered all of the important and specific idea or information before writing.
- e. Clustering is a kind of pre-writing techniques that allows us to explore or determine the relationships between ideas. The ideas are grouped by using lines and circles to indicate relationships. The form of clustering is simpler than mind-mapping

because it does not need cortical skills, such as image, number, and color to indicate relationship between the ideas.

Clustering Technique

Langan (2001:22) states that clustering can be said as mapping, that is another strategy to develop material for a paper. This strategy helps the learner to think in a visual way. Then, De Porter and Hernacki (1999:181) also define clustering as the way to group the ideas and share them into a piece of paper by connecting the core of the idea with other ideas.

Furthermore, Clustering technique is developed by Gabrielle Luser Rico (1983). He states that clustering is aimed to divide some related ideas and write them down in a blank of paper without evaluating the truth or value of the ideas themselves. Clustering technique can be used in any writing genres, including essay, report, short story, proposal, or poem (De Porter, 1999:184). In line with Rico (1983), Dawson and Essid (2010:1) state that clustering is a kind of pre-writing techniques that helps the learners to discover many ideas around some stimulus as soon as the learners get the ideas. Similar to brainstorming and free writing, clustering helps learners to begin writing without thinking about clear ideas.

The usage of clustering technique will give some effects to the students' learning, especially the advantages of its implementation. Connelly (2007:51) states that the advantages of using clustering technique are:

- a. Clustering technique is suitable for learner it easier to draw rather than write.

- b. Clustering is one of good methods to explore or discover topics for comparison and classification papers.
- c. Clustering technique can save the writing process time. Clustering technique helps the learner to organize the ideas, sort ideas in importance and immediately show links between related ideas.
- d. Clustering technique is able to help the learner on placing idea contextually. Students can group ideas in columns to contrast advantages or create a spectrum, showing the range of ideas.

Moreover, Meade (2010:1) explained the steps of using clustering in writing as follows:

1. Think about a word and write the word on a clean piece of paper;
2. Circle the word as the core idea, then write down again a new word that comes to our mind, and then circle it as the sub-idea.
3. Connect those ideas with a line becoming a cluster.
4. Continue adding other clusters.
5. Write and generate the idea without considering about perfection.

RESEARCH DESIGN

This research used quasi-experimental as the design of the research. Dinardo (2008) gives a definition that quasi-experimental research is an experimental study used to evaluate the causal impact of a treatment on its target of population without random task.

The quasi-experimental research type was non-equivalent control group design. In this design, both the experimental and controlled class were compared although the

classes were selected and placed without randomization. Both classes were given pretest, then given treatments, and lastly given posttest.

In this case, the quasi-experimental research was used by the researcher to find whether the using of clustering technique would give a better achievement or not on students' writing ability in Cambridge Checkpoint test. The researcher decided directly which class would be the experimental class and controlled class. Then, the researcher gave different treatments to the experimental class and controlled class. In the experimental class, the researcher trained the students using clustering technique treatments, while in the controlled class, the students were trained using other pre-writing techniques, including brainstorming, mind mapping, free writing and journalist questions, without using clustering technique.

This research was carried out in SMP Al-Izzah International Islamic Boarding School (IIBS) Batu. The school was located on Jl. Indragiri no.78, Sumberejo, Batu City, East Java. This school was chosen as the field of the study because the researcher was an English teacher in Al-Izzah International Islamic Boarding School batu. Although he has been moved to teach English in senior high school level, the researcher has got many experiences in teaching Cambridge class at Junior high school level around two years. His current position as the coordinator of Cambridge program at Al-Izzah IIBS also encourages him to develop teaching learning strategy, especially in improving the students' writing skill of Cambridge Checkpoint test.

The research was carried out in each class for eight meetings, starting from January 16th up to February 17th, 2018. The number of meeting in each class was adjusted with the need of researcher on delivering the whole materials of clustering technique or other pre-writing techniques in some text genres. Besides, the number of

meeting was also adapted with the time allocation that was given by the head of SMP Al-Izzah curriculum. The researcher gave the treatments that were consisted of giving pretest, presenting materials, and giving posttest in the last meeting.

The population of this research was the 8th grade students of Cambridge class at SMP Al-Izzah IIBS Batu in academic year 2017/2018. There were 60 students in Cambridge class. It consisted of 8C class with 30 students and 8D class with 30 students.

The sampling technique in this research was total sampling. According to Sugiono (2007), total sampling is a sampling technique in which the number of samples equals to the number of population. He also states that the reason for taking the total sampling is because the number of population that is less than 100, so the whole population should be used as the research samples. In this case, the sample of this research was the 8C class with 30 students as the controlled class and 8D class with 30 students as the experimental class.

Since the type of this research was quantitative research, the researcher used test as the instrument. There were two kinds of written tests that were used by the researcher during the research, those were pretest and posttest. The researcher used the pretest to get the data of the students' achievement before the implementation of clustering technique while the posttest was used to get the data of the students' achievement after the implementation of clustering technique. The pretest and posttest were taken from previous exam of Checkpoint test, October 2015 period.

The steps in collecting the data in this research were explained as follows:

1. On January 16th, 2018, the researcher delivered the pretest in the controlled class, while in experimental class, the pretest was delivered on January 17th, 2018.

2. On January 23rd until February 2nd, 2018, the researcher carried out certain treatments in the experimental class by explaining the materials of clustering technique and asking the students to do writing practices using clustering technique.
3. On February 6th until 15th, 2018, the researcher carried out certain treatments in the controlled class by explaining the materials of other pre-writing techniques, including brainstorming, mind mapping, free writing, and journalist questions and then asking the students to do writing practices.
4. On February 3rd, 2018, the posttest was conducted in the controlled class, while the posttest in the experimental class was conducted on February 17th, 2018.

After the researcher collected the data from the pretest and posttest, the researcher did assessment (scoring) to the students' writing (pretest and posttest) using Writing Part 3 Assessment Scale, taken from Cambridge Checkpoint Assessment. The elements of writing assessment in Cambridge Checkpoint test were content, communicative achievement, organization, and language.

After getting the complete data of pretest and posttest scores, the researcher analyzed the result of both tests using t-test formulation through Special Package of the Social Sciences (SPSS) version 21 software. Type of the t-test that was used in this research is paired samples t-test. Before calculating the data using t-test, the researcher verified the data by doing normality test. The normality test used z-score test statistic that compared the z-score test with z-score to z-table.

FINDING AND DISCUSSION

The analysis result of the clustering technique in the experimental class showed that the Significance (2-tailed) value of the pretest and posttest in the experimental class was .000, which was lower than .050. It means that the average value of the posttest was higher than that of the pretest. So, the implementation of clustering technique in the experimental class gave a better achievement on students' writing ability in Cambridge Checkpoint test.

Then, the analysis result of other pre-writing techniques (brainstorming, mind mapping, free writing, and journalist questions) in the controlled class showed that the Significance (2-tailed) value of the pretest and posttest in the controlled class was .002, which was lower than .050. It means that the average value of the posttest was higher than that of the pretest. Therefore, the implementation of other pre-writing techniques in the controlled class also gave a better achievement on students' writing skill in Cambridge Checkpoint test.

Both paired sample t-tests showed that Significance (2-tailed) value in the experimental class was lower than the Significance (2-tailed) value in the controlled class. It means that the treatment by using clustering technique in the experimental class gave more achievement than the treatment by using other pre-writing techniques (brainstorming, mind mapping, free writing, and journalist questions) in the controlled class. So, it also means that the students who were taught using clustering technique achieve a better writing ability than the students who were taught using other pre-writing techniques in Cambridge Checkpoint test.

The treatments that have been given in the experimental class were different from controlled class in the case of materials given. The material in the experimental

class was focused on clustering technique implementation only, while the material in controlled class was focused on other pre-writing techniques, including brainstorming, mind mapping, journalist questions, and free writing technique. Here was the detail materials given in both classes.

In the case of teacher, time, classroom setting, students quantity, and learning condition, the researcher gave the similar treatment between experimental class and controlled class. The detail explanation of those similar treatments were explained below.

1. The teacher of experimental class was similar with teacher in controlled class, that was the researcher self. The main reason of choosing the researcher as the single teacher that delivered the materials in both classes was because the researcher more understood the lesson plan and the materials that would be given to students in experimental class and controlled class. However, the researcher still worked together with the English teacher of both classes in the case of creating lesson plan and giving scores for students' pretest and posttest.
2. The time of treatment for experimental class was similar with the time for controlled class, that was 40 minutes, starting from 06.30 to 07.10. Then, this treatment in each class was conducted for nine meetings. This range of time was decided by the head of SMP Al-Izzah curriculum since in this time the regular lesson had not been started yet. So, this research could be conducted without disturbing regular lesson in both classes.
3. The classroom setting of experimental class was similar with controlled class. Both classes in this research were based on the real learning activity at SMP Al-Izzah IIBS Batu. The classes were completed by the whiteboard and LCD projector as

supporting facilities of learning activities. The seat arrangement of both classes were similar, those were using traditional classroom formation. The formation consisted of three lines from front side to back side. Each lines consisted of five pairs of students seat.

4. The students quantity between experimental class and controlled class was similar, that was 30 students each class. All students in both class were female students because that school was Islamic boarding school special for female students. Then, those 60 students became samples of this research because the technique of the sample was total sampling.
5. The researcher gave the similar learning condition for experimental class and controlled class. All students in both classes were active to listen the teacher (researcher) explanation about clustering technique through power point media. None of students got sleepy because the students still felt fresh in the morning time before the lesson had been started. Moreover, during the explanation and the practices to implement pre-writing (general pre-writing techniques or clustering technique) in both classes, none of the students got boring because the materials had not been given before by the English teacher. The existence of new teacher (researcher) also supported the learning condition because some students felt the monotone learning condition with similar teaching style of the English teacher before.

CONCLUSION

The researcher conducted the quasi experimental research about the clustering technique implementation in two Cambridge classes (8C and 8D) of SMP Al-Izzah IIBS

Batu. The researcher gave pretest for both classes first. After that, the experimental class (8D) was given materials and practices using clustering technique, while the controlled class (8C) was given materials and practices using other pre-writing techniques, including brainstorming, mind mapping, free writing, and journalist questions. Each class was given the treatment for eight meetings. Then, the researcher conducted posttest for both classes.

The researcher then did normality test for result of pretest and posttest from both classes using z-score. As the result, the data of pretest and posttest from both classes are normally distributed. After that, the researcher calculated the data using paired sample t-test through SPSS 21 version.

The analysis result of clustering technique in the experimental class and other pre-writing techniques in the controlled class show that the average value of the posttest is higher than that of the pretest. Therefore, the implementation of clustering technique in the experimental class and also other pre-writing techniques in the controlled class give a better achievement on students' writing ability in Cambridge Checkpoint test.

Moreover, based on both paired sample t-test tables, the significance (2-tailed) value in the experimental class is lower than the significance (2-tailed) value in controlled class. It means that the treatment by using clustering technique in the experimental class give more achievement than the treatment by using other pre-writing techniques in the controlled class. So, it also means that the students who are taught using clustering technique achieve a better writing ability than the students who are taught using other pre-writing techniques (brainstorming, mind mapping, free writing, and journalist questions) in Cambridge Checkpoint test.

SUGGESTIONS

Based on the result of the study above, the researcher offers some suggestions that will be useful for people who want to learn and teach writing using clustering technique, especially the students and the English teacher in SMP Al-Izzah IIBS Batu.

1. For the students

- The students should make best use of simple and effective pre-writing techniques, such as clustering technique in order to be easy on mapping and generating the idea in the real Cambridge Checkpoint writing test.
- The students should explore specific ideas during mapping the ideas using clustering technique because the more specific idea given, the easier students develop the idea into good sentences.
- The students use simple words on mapping the ideas because it help them to generate or develop the idea easily.

2. For the English teacher

- The English teacher should give sufficient examples on mapping the ideas using clustering technique before giving the real writing practice or writing test.
- The English teacher should develop the teaching method of pre-writing techniques, especially on delivering the materials and using teaching media. The appropriate and interesting teaching method can reduce the students' boredom and enhance the curiosity on learning new materials.
- The English teacher should control the duration time of the students on implementing clustering technique during the test because the students should not spend the time too long on mapping the ideas.

3. For the Institution or School

The headmaster or chief of curriculum should support the Cambridge teachers to have a regular workshop or training that is focused to the development of teaching

strategy and teaching media. The improvement of teaching strategy and teaching media is supposed to give better learning activities for students in Cambridge class.



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Appendix 1: Sample of Lesson Plans

LESSON PLAN

Subject : English
Class/Semester : VIII / 2 (experimental class)
Institution : SMP Al-Izzah Batu
Time allocation : 1 x 40 minutes (Second meeting)

- **Standard Competences**

1. Brainstorm, plan and draft written work at text level, with limited support, on a range of general and curricular topics.
2. Compose, edit and proofread written work at text level, with limited support, on a range of general and curricular topics.

- **Indicators**

1. Understanding and identifying the form and purpose of clustering technique in descriptive text.
2. Understanding and identifying the implementation of clustering technique in descriptive text.

- **Purpose of the learning**

1. Students are able to understand and identify the form and purpose of clustering technique in descriptive text.
2. Students are able to understand and identify the implementation of clustering technique in descriptive text.

- **Steps of activities:**

- **Opening activities (5 minutes)**

- Teacher opens the lesson by saying *salam* or greeting.
 - Teacher gives some power point slides that contain questions of famous person and place.
 - Teacher asks the students to guess the person or place being described.

- **Main activities (30 minutes)**

- Teacher tells the definition, purpose, and form of descriptive text.
 - Teacher tells the steps to use clustering technique in descriptive text.
 - Teacher gives the example of the steps to make clustering technique into good sentences/paragraph of descriptive text.

- Teacher gives the result example of a complete descriptive text that has been developed using clustering technique.
- **Closing activities (5 minutes)**
 - Teacher gives conclusion the materials that the students have learned.
 - Teacher gives reflection about the materials that the students have learned.
 - Teacher closes the lesson by saying *salam* or greeting
- **Materials:**
 1. Definition and purpose of descriptive text
 2. Form of Clustering technique in descriptive text
 3. Steps to make writing plan using Clustering technique
- **Tools:** Power point, laptop, LCD, Pictures (slides) of famous person and places.
- **Assessment** Technique: Portfolio Assessment
 Form: Writing plan

Headmaster,

Aziz Effendy, S.Si

January 3, 2018

English teacher

Priyo Raharjo, S.S

LESSON PLAN

Subject : English
Class/Semester : VIII / 2 (controled class)
Institution : SMP Al-Izzah Batu
Time allocation : 1 x 40 minutes (Second meeting)

- **Standard Competences**

1. Brainstorm, plan and draft written work at text level, with limited support, on a range of general and curricular topics.
2. Compose, edit and proofread written work at text level, with limited support, on a range of general and curricular topics.

- **Indicators**

1. Understanding and identifying the definition, form, and purpose of descriptive text.
2. Understanding and identifying the implementation of brainstorming and mind mapping technique in descriptive text.

- **Purpose of the learning**

1. Students are able to understand and identify the definition, form, and purpose of descriptive text.
2. Students are able to understand and identify the implementation of brainstorming and mind mapping technique in descriptive text.

- **Steps of activities:**

- **Opening activities (5 minutes)**

- Teacher opens the lesson by saying *salam* or greeting.
 - Teacher gives some power point slides that contain questions of famous person and place.
 - Teacher asks the students to guess the person or place being described.

- **Main activities (30 minutes)**

- Teacher tells the definition, purpose, and form of descriptive text.
 - Teacher tells the steps to use brainstorming and mind mapping technique in descriptive text.
 - Teacher gives the example of the steps to make brainstorming and mind mapping technique into good sentences/paragraph of descriptive text.

- Teacher gives the result example of a complete descriptive text that have been developed using brainstorming and mind mapping technique.
- **Closing activities (5 minutes)**
 - Teacher gives conclusion the materials that the students have learned.
 - Teacher gives reflection about the materials that the students have learned.
 - Teacher closes the lesson by saying *salam* or greeting
- **Materials:**
 1. Definition, form, and purpose of descriptive text
 2. Steps to make writing plan using brainstorming and mind mapping technique in descriptive text.
- **Tools:** Power point, laptop, LCD, Pictures (slides) of famous person and places.
- **Assessment**
 - Technique: Portfolio Assessment
 - Form: Writing plan

Headmaster,

Aziz Effendy, S.Si

January 3, 2018

English teacher

Priyo Raharjo, S.S

Appendix 2: Instrument of Post-test and Pre-test in Experimental and Controlled Class

INSTRUMENT OF PRE-TEST

In your English class, you have been talking about learning. Your teacher asked you to write this essay:

“Young people learn more from their families than from school”

Write your essay in 100 – 120 words in an appropriate style below.

INSTRUMENT OF POST-TEST

In your English class, you have been talking about learning. Your teacher has asked you to write this essay:

Young people get more experience from outdoor learning rather than indoor learning at school.

Write your essay in **100 – 120 words** in appropriate style below.

You may make draft / outline in box below.



Appendix 3: Cambridge Checkpoint Assessment of Writing

CAMBRIDGE CHECKPOINT ASSESSMENT OF WRITING (PRE-TEST AND POST-TEST ASSESSMENT)

WRITING PART 3 ASSESSMENT SCALE				
5 MARKS FOR EACH DESCRIPTOR				
	CONTENT	COMMUNICATIVE ACHIEVEMENT	ORGANISATION	LANGUAGE
5	<p>All content is relevant to the task.</p> <p>Target reader is fully informed.</p>	Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.	Text is generally well-organised and coherent, using a variety of linking words and cohesive devices.	<p>Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis.</p> <p>Uses a range of simple and some complex grammatical forms with a good degree of control.</p> <p>Errors do not impede communication.</p>
4	Performance shares features of Bands 3 and 5.			
3	<p>Minor irrelevances and/or omissions may be present.</p> <p>Target reader is on the whole informed.</p>	Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	<p>Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis.</p> <p>Uses simple grammatical forms with a good degree of control.</p> <p>While errors are noticeable, meaning can still be determined.</p>
2	Performance shares features of Bands 1 and 3.			
1	<p>Irrelevances and misinterpretation of task may be present.</p> <p>Target reader is minimally informed.</p>	Produces text that communicates simple ideas in simple ways.	Text is connected using basic, high-frequency linking words.	<p>Uses basic vocabulary reasonably appropriately.</p> <p>Uses simple grammatical forms with some degree of control.</p> <p>Errors may impede meaning at times.</p>
0	<p>Content is totally irrelevant.</p> <p>Target reader is not informed.</p>	Performance below Band 1.		

Appendix 4: Students' Score of Experimental Class and Controlled Class

Students' Score of Experimental Class

Students (N1)	Pre-test score	Post-test score	Gained Score
S1	14	16	2
S2	12	15	3
S3	12	13	1
S4	16	16	0
S5	14	16	2
S6	11	14	3
S7	11	13	2
S8	10	16	6
S9	9	15	6
S10	10	10	0
S11	11	8	-3
S12	9	8	-1
S13	8	9	1
S14	8	11	3
S15	11	13	2
S16	10	16	6
S17	11	13	2
S18	9	11	2
S19	9	10	1
S20	13	10	-3
S21	13	15	2
S22	9	10	1
S23	11	14	3
S24	10	11	1
S25	7	9	2
S26	10	10	0
S27	8	9	1
S28	8	11	3
S29	11	12	1
S30	10	11	1

Students' score of controlled class

Students (N1)	Pre-test score	Post-test score	Gained Score
S1	13	9	-4
S2	12	10	-2
S3	11	9	-2
S4	12	12	0
S5	11	13	2
S6	14	9	-5
S7	15	15	0
S8	13	11	-2
S9	9	8	-1
S10	16	12	-4
S11	12	10	-2
S12	11	11	0
S13	9	9	0
S14	10	8	-2
S15	13	11	-2
S16	11	9	-2
S17	11	8	-3
S18	10	8	-2
S19	12	13	1
S20	11	12	1
S21	9	10	1
S22	11	12	1
S23	9	9	0
S24	8	6	-2
S25	13	10	-3
S26	13	10	-3
S27	11	12	1
S28	11	11	0
S29	10	10	0
S30	13	12	-1

Appendix 5: Samples of Writing Practice (Worksheets)

Worksheet 1A

Name: _____

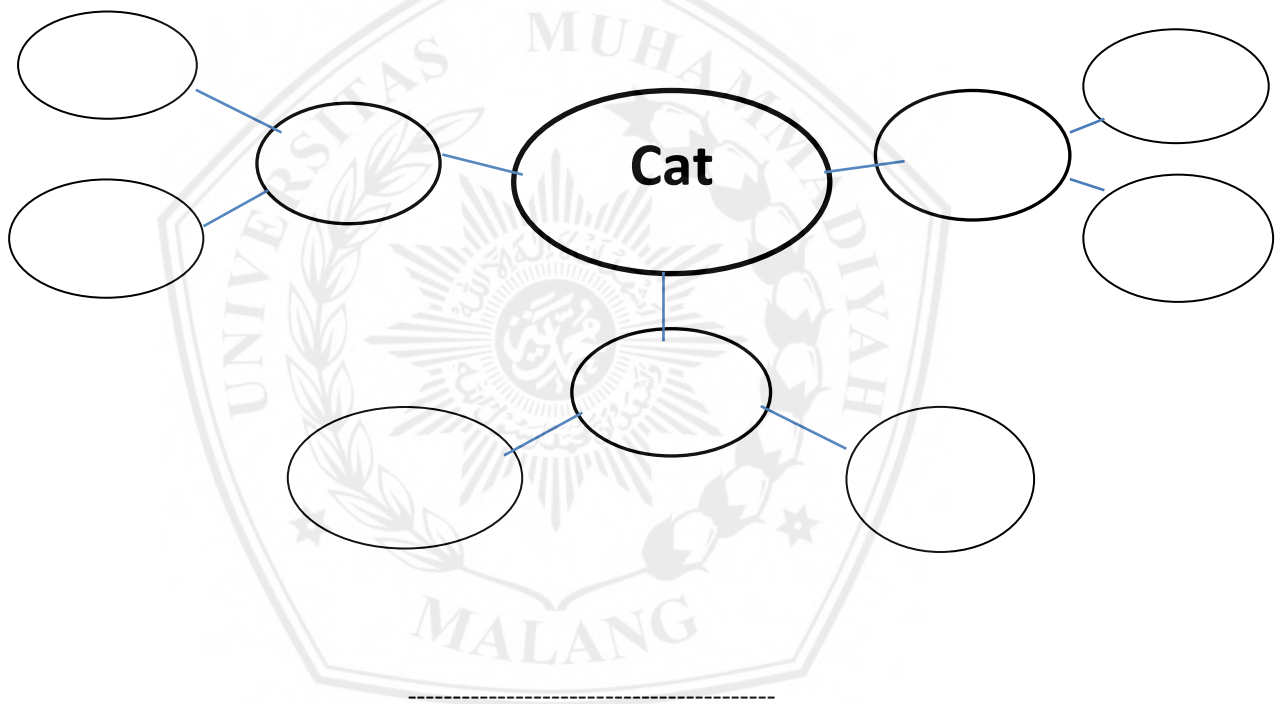
Class: _____

Writing genre: Descriptive text

Topic: "Cat"

Instruction: Fill the blank circles to construct your own idea using clustering technique. Then, develop it into a simple writing! (at least 100 words).

You are allowed to give additional circles at the following image to make writing plan.



Worksheet 2B

Name: _____

Class:

Writing genre: Descriptive text

Topic: “*Oki Setiana Dewi*”

Instruction: Make the writing plan using mind mapping technique in the box below. Then, develop it into a simple writing! (at least 100 words).

